Examiners' Report
Lead Examiner Feedback

January 2022

Pearson BTEC Nationals

In Uniformed Protective Servcies (40892M)

Unit 6: Government and the Protective Services

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications website at http://qualifications.pearson.com/en/home.html for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at http://qualifications.pearson.com/en/contact-us.html

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link:
http://qualifications.pearson.com/en/support/support-for-you/teachers.html

You can also use our online Ask the Expert service at https://www.edexcelonline.com
You will need an Edexcel Online username and password to access this service.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your learners at: www.pearson.com/uk

January 2022
Publications Code 40892M_2201_ER
All the material in this publication is copyright
© Pearson Education Ltd 2022

Grade Boundaries

What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, at Distinction, Merit and Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark is for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in external assessments

Each external assessment we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each assessment, because then it would not take accessibility into account.

Grade boundaries for this, and all other papers, are on the website via this link:
http://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html

Awarding BTEC qualifications in 2022

Ofqual has set out their plans for awarding qualifications in 2022 and intend to return to a normal, pre-pandemic, approach to grading standards over by 2023. They have confirmed that 2022 will be a transition year, to reflect that we are in a pandemic recovery period and students' education has been disrupted.

Our guiding principle and approach to awarding BTEC qualification results in 2022 will be to ensure parity in relation to the approach being taken for GCSE and A level learners. BTEC courses have a different structure and design to academic qualifications - BTECs are modular

qualifications (with assessments taking place throughout the course) compared to GCSEs and A levels which are linear (assessed and awarded at the same time at the end of the year), and therefore our approach needs to be different.

In 2022 we will return to the usual method of calculating BTEC qualification results, however adaptations including, U-TAGs and reduced internal assessment, are in place to provide a comprehensive package of support for students.

The basis of our awarding approach to BTECs this year is to ensure it is as fair as possible for all learners. We will use a range of evidence to set grade boundaries for the external units. Part of this evidence will be to closely monitor learner performance in all assessments that contribute to learners' final qualification grade, to ensure parity with A level and GCSEs.

Further information can be found on our website and via our Social Media channels.

Unit 40892M: Government and the Protective Services

Grade	Unclassified	40892M			
		N	P	M	D
Boundary Mark	**0**	**18**	**26**	**34**	**43**

Introduction

This report has been written by the Lead Examiner for Unit 6 Government and the Protective Services. It is designed to help you understand how learners performed overall in the exam. For each question there is a brief

analysis of learner responses. You will also find example learner responses from Level 3 Pass, Merit and Distinction learners. We hope this will help you to prepare your learners for future examination series.

Introduction to the Overall Performance of the Unit

The question paper is designed to replicate the sample assessment materials, with a range of questions that are not linked to scenarios or resources, and then questions that link to media articles, reports or data.

As this was the first examination series for Unit 6 Government and the Protective Services, it was pleasing to see the vast majority of learners attempted all of the questions, showing a good understanding of the unit content and also demonstrating the ability to apply their knowledge in a range of protective service settings.

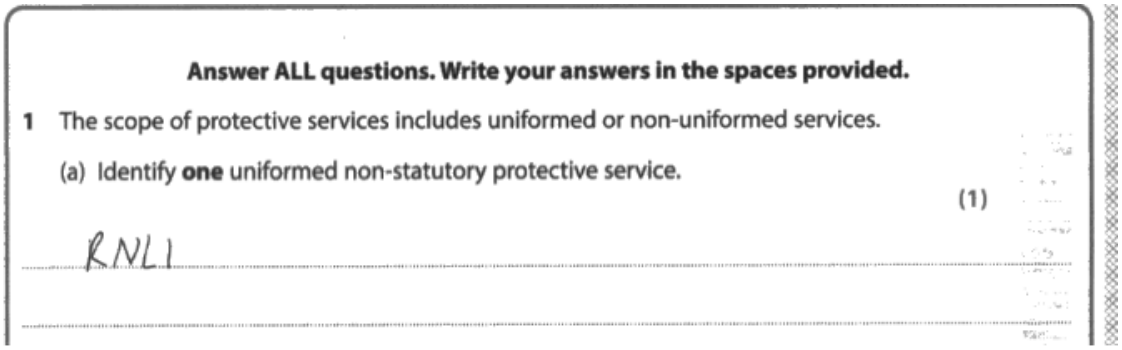
Within the responses there were examples that met the Pass, Merit and Distinction descriptors, and application skills were generally well used. This was particularly evident where learners were able to apply their knowledge to given resources in the latter end of the paper where learners were able to utilise the resources to give context to their answers.

One aspect that appears to require more development in learner responses was the examination techniques that they were able to use. In particular marks were lost where learners did not fully explain their answers or extend these fully in the short answer responses, which then prevented them from accessing the full range of marks available.

Centres are advised to make use of the command verbs, which are listed in the unit within the specification, to allow the learners to fully appreciate and prepare for the level of demand on the paper. Centres are encouraged to review the materials provided on the Pearson website regularly for updates.

Individual Questions

Question 1a



Answer ALL questions. Write your answers in the spaces provided.

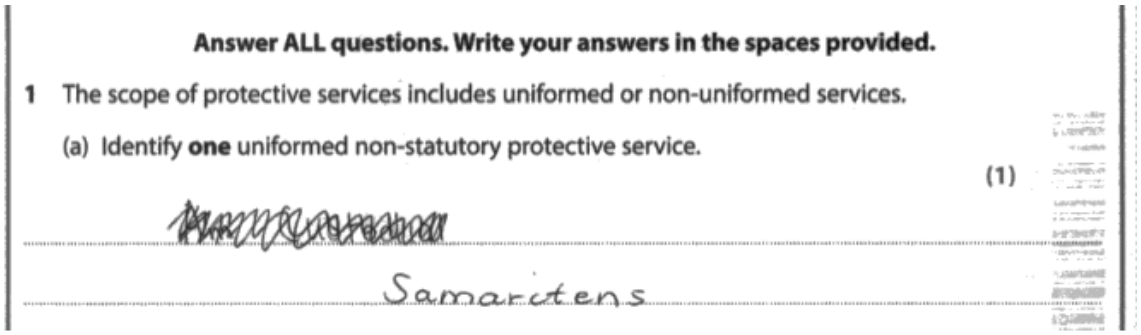
1 The scope of protective services includes uniformed or non-uniformed services.

(a) Identify **one** uniformed non-statutory protective service.

(1)

RNLI

This is an example of a response that received 1 mark. The response has identified an appropriate uniformed non-statutory service. Initials have been rewarded here, the response written in full would also have gained the mark.



Answer ALL questions. Write your answers in the spaces provided.

1 The scope of protective services includes uniformed or non-uniformed services.

(a) Identify **one** uniformed non-statutory protective service.

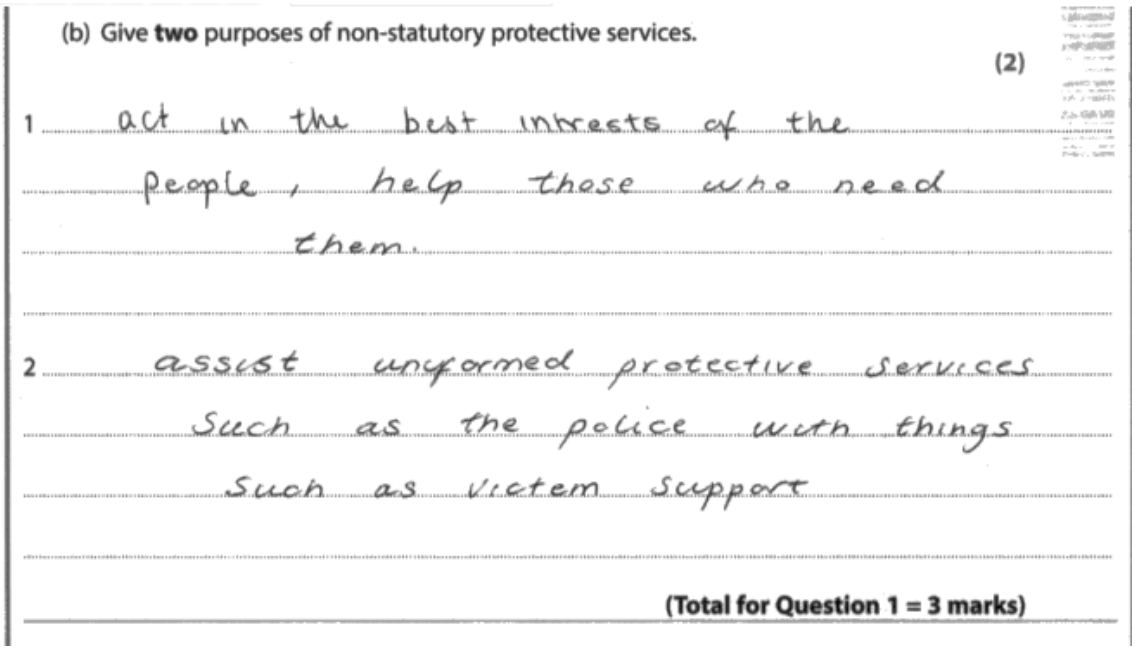
(1)

Samaritens

This is an example of a response that received 0 marks, as the Samaritans are not a uniformed non-statutory service.

Centres are advised to remind learners of the different groupings of public services as identified within the unit specification, and the difference between statutory and non-statutory as well as uniformed and non-uniformed.

Question 1b



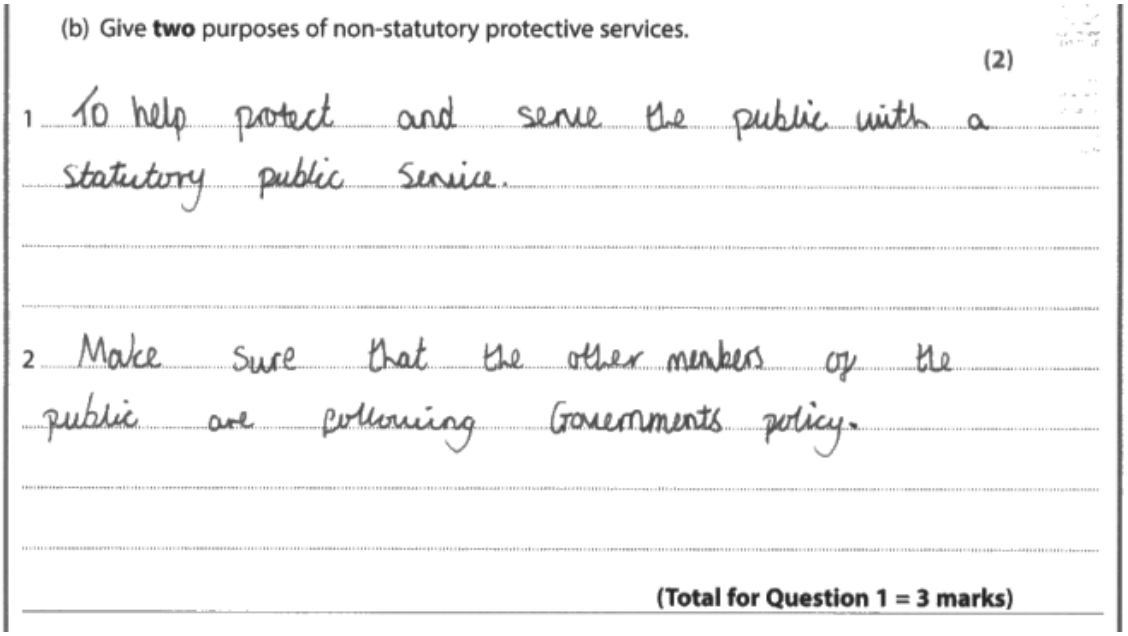
(b) Give **two** purposes of non-statutory protective services. **(2)**

1 act in the best intrests of the people, help those who need them.

2 assist uniformed protective services such as the police with things such as victem support

(Total for Question 1 = 3 marks)

This response gained two marks as the response correctly gives **two** purposes of non-statutory protective services.



(b) Give **two** purposes of non-statutory protective services. **(2)**

1 To help protect and serve the public with a statutory public Service.

2 Make sure that the other members of the public are following Governments policy.

(Total for Question 1 = 3 marks)

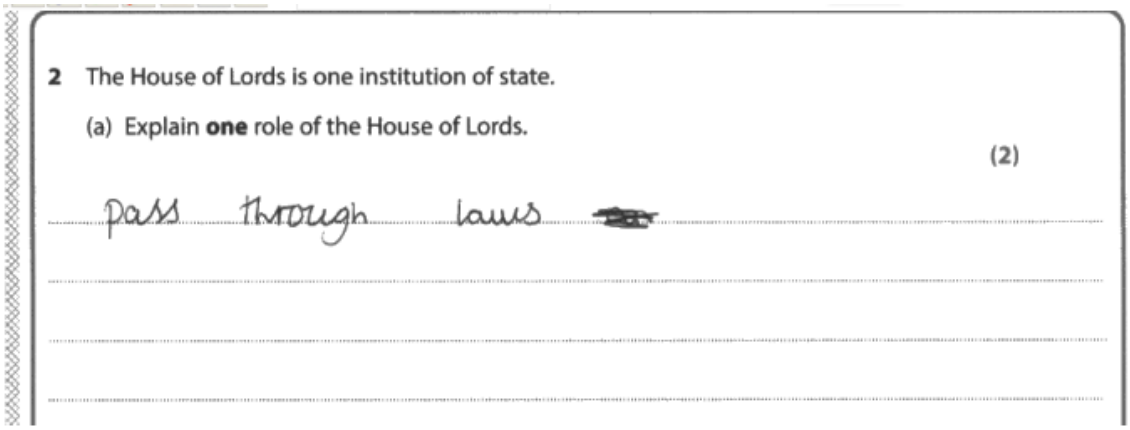
This is an example of a response that received 1 mark. The response has given one correct purpose (to protect and serve the public), but the second response is not rewardable as this is not a purpose of the services.

The command verb **give** requires the learner to Llearners provide examples, justifications and/or reasons to a context, but does not require an extended response.

Question 2a

Almost all learners were able to give a role of the House of Lords, achieving 1 mark. The most common examples included making laws, providing guidance or being independent. The second mark required the learner to expand on the role.

This question provided a good example of where learners lost marks if they did not accurately apply exam technique. As an **explain** question, learners should offer a role as well as expanding their answer. It is important that learners are taught the different level of response expected for each command verb as part of their exam preparation.



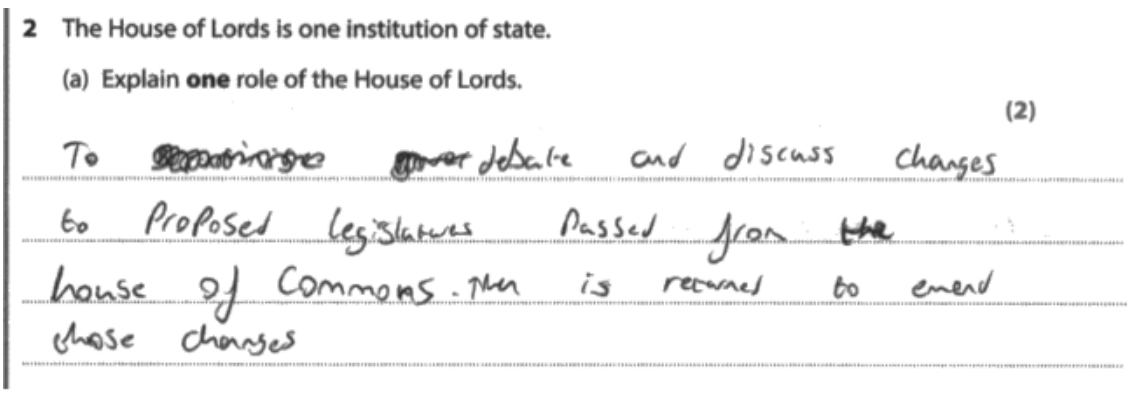
2 The House of Lords is one institution of state.

(a) Explain **one** role of the House of Lords.

(2)

pass through laws

This is an example of a response that received 1 mark. The response does not expand on the answer through providing an example.



2 The House of Lords is one institution of state.

(a) Explain **one** role of the House of Lords.

(2)

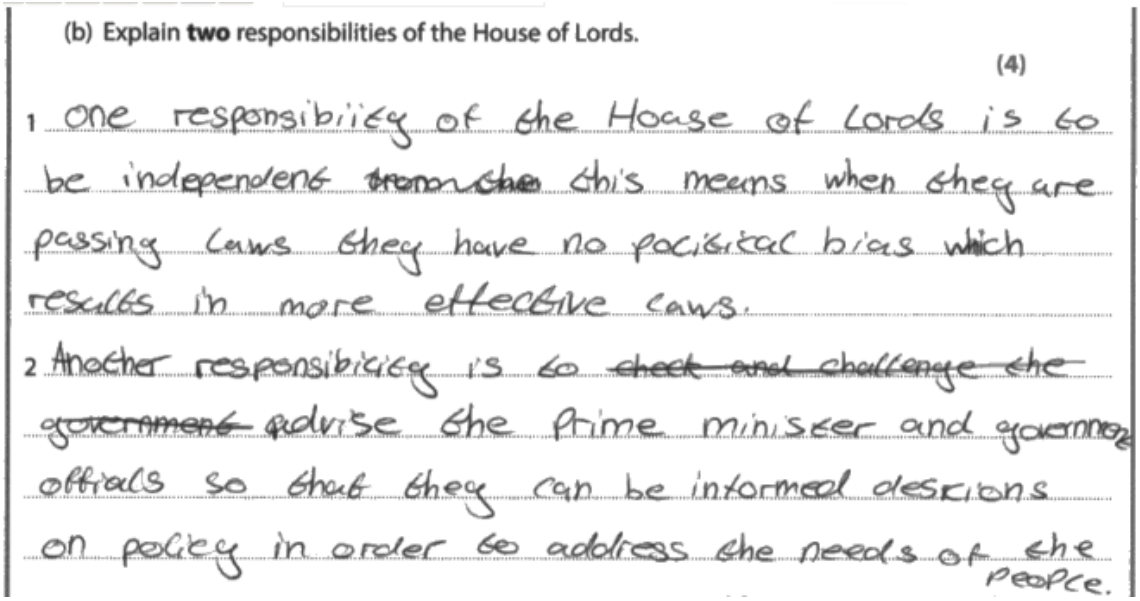
To debate and discuss changes to proposed legislatures passed from the house of Commons. then is returned to amend those changes

This is an example of a response that received 2 marks. The response identifies the role (debating legislation) and then extends this (returning the bill for amendment).

Question 2b

This question required the learners to explain **two** responsibilities of the House of Lords. This was not answered well by learners, many of whomwere not able to distinguish between roles and responsibilities. Centres are advised to ensure that the learners are able to differentiate between the two, as listed in the unit specification under Learning Aim B3.

A common answer was one that explained the law-making process as opposed to the wider responsibilities. As the command verb used here is **explain**, learners needed to make a point/statement and give a linked justification/exemplification of that point/statement. Their answer should contain some linked reasoning, meaning that they needed to expand on their answer to achieve the second mark.



(b) Explain **two** responsibilities of the House of Lords.

(4)

1 One responsibiiey of the House of Lords is to be independent ~~from the~~ this means when they are passing laws they have no pacisical bias which results in more effective laws.

2 Another responsibiiey is to ~~check and challenge the government~~ advise the Prime minister and governm offrials so that they can be informed desrions on policy in order to address the needs of the people.

This is an example of a response that received 3 marks. The response has explained one responsibility fully in point 2. The fourth mark was not awarded for point one as the House of Lords are not politically independent, but a mark was awarded for the concept of passing laws.

(b) Explain **two** responsibilities of the House of Lords.

(4)

1 One responsibility of the House of Lords is to stay independ of the House of commons and not to let the House of commons influence there judgements on a matter.

2 Another responsibility is the to challenge the work of the government when checking and challenging laws. They also help keep the government accountable in there actions through Select committees.

This is an example of a response that received 4 marks. This response selects **two** responsibilities and fully explains both.

Question 3a

This question asked learners to name the government department responsible for setting the strategic direction of the country. The question links directly to the specification point for Learning aim B(2).

B2 The executive

Understanding the work of the executive and government departments.

- the roles and responsibilities of the executive
  - cabinet – setting the strategic direction of the country, and putting policies in place that are then implemented by the protective services

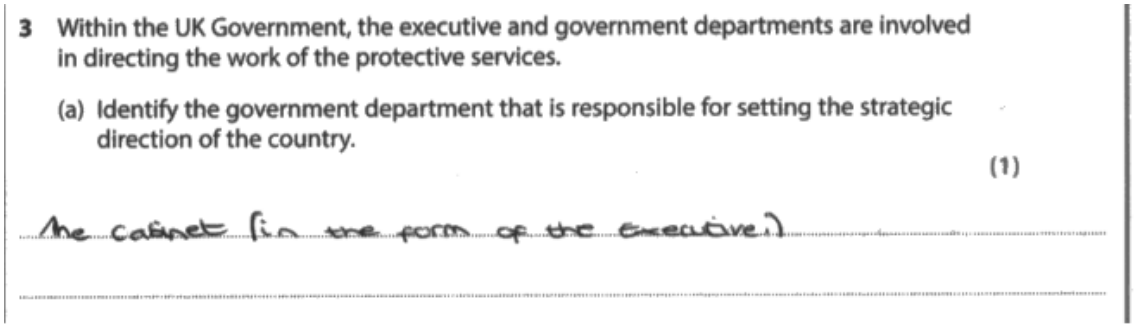
3 Within the UK Government, the executive and government departments are involved in directing the work of the protective services.

(a) Identify the government department that is responsible for setting the strategic direction of the country.

(1)

The Cabinet

This is an example of a response that received 1 mark.



3 Within the UK Government, the executive and government departments are involved in directing the work of the protective services.

(a) Identify the government department that is responsible for setting the strategic direction of the country.

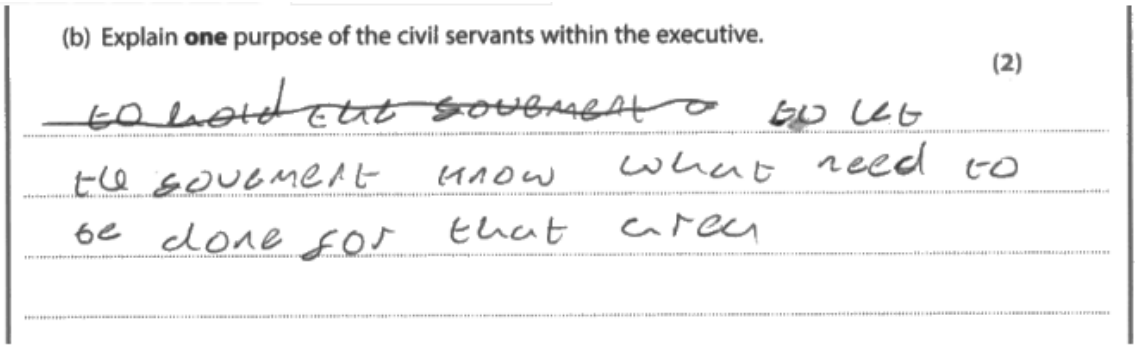
(1)

The cabinet (in the form of the executive)

This response also received 1 mark. As the command verb in this question is **identify**, there is no need for the learner to expand on their answer.

Question 3b

This question required learners to **explain** one purpose of civil servants within the executive and then expand their answer, possibly with an example. Of those who did identify the role, they went on to provide examples such as ensuring the day-to-day running of government departments, or implementing government policies. Those responses receiving no marks tended to explain the role of government departments rather than a civil servant.

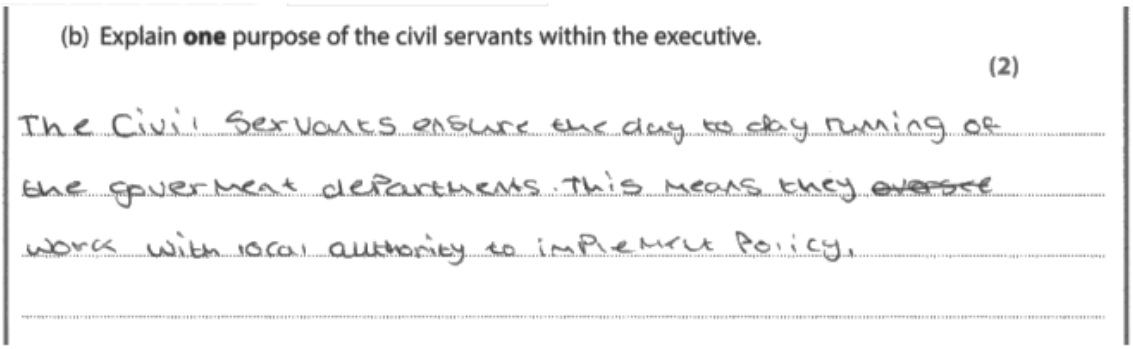


(b) Explain **one** purpose of the civil servants within the executive.

(2)

~~to hold the goverment~~ to let the goverment know what need to be done for that area

This is an example of a response that received 0 marks. The response does not select a valid role of civil servants.



(b) Explain **one** purpose of the civil servants within the executive.

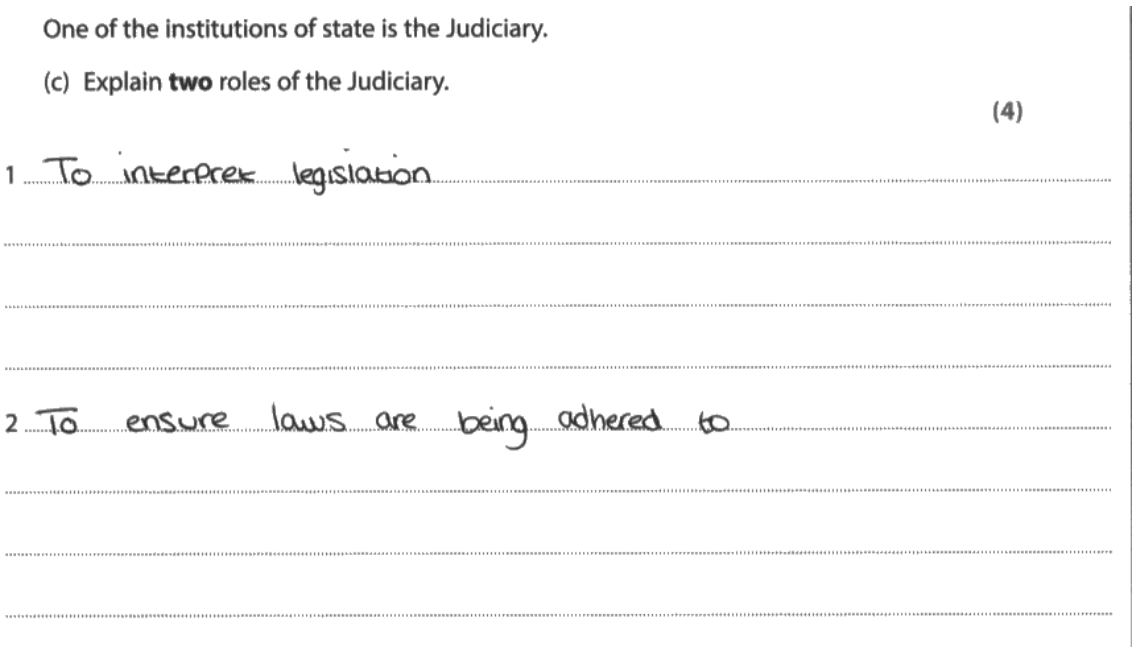
(2)

The Civil Servants ensure the day to day running of the goverment departments. This means they ~~oversee~~ work with local authority to implement Policy.

This is an example of a response that received 2 marks. The response explains the role of civil servants with an appropriate expansion.

Question 3c

This question was not well answered by learners, where few learners were able to identify appropriate roles of the Judiciary. The most common roles that were used in responses were to interpret legislation or to uphold the law. Similarly to question 2b, learners who missed out on marks here did not expand their questions effectively.



One of the institutions of state is the Judiciary.

(c) Explain **two** roles of the Judiciary.

(4)

1 To interpret legislation

2 To ensure laws are being adhered to

This is an example of a response that received 2 marks. The response has identified **two** appropriate roles, but there is no expansion of the role through, for example, reasons or examples.

One of the institutions of state is the Judiciary.

(c) Explain **two** roles of the Judiciary.

(4)

1 Judges are ~~here~~ there to ensure the law is applied in the way that the government intends for it to be applied / enacted.

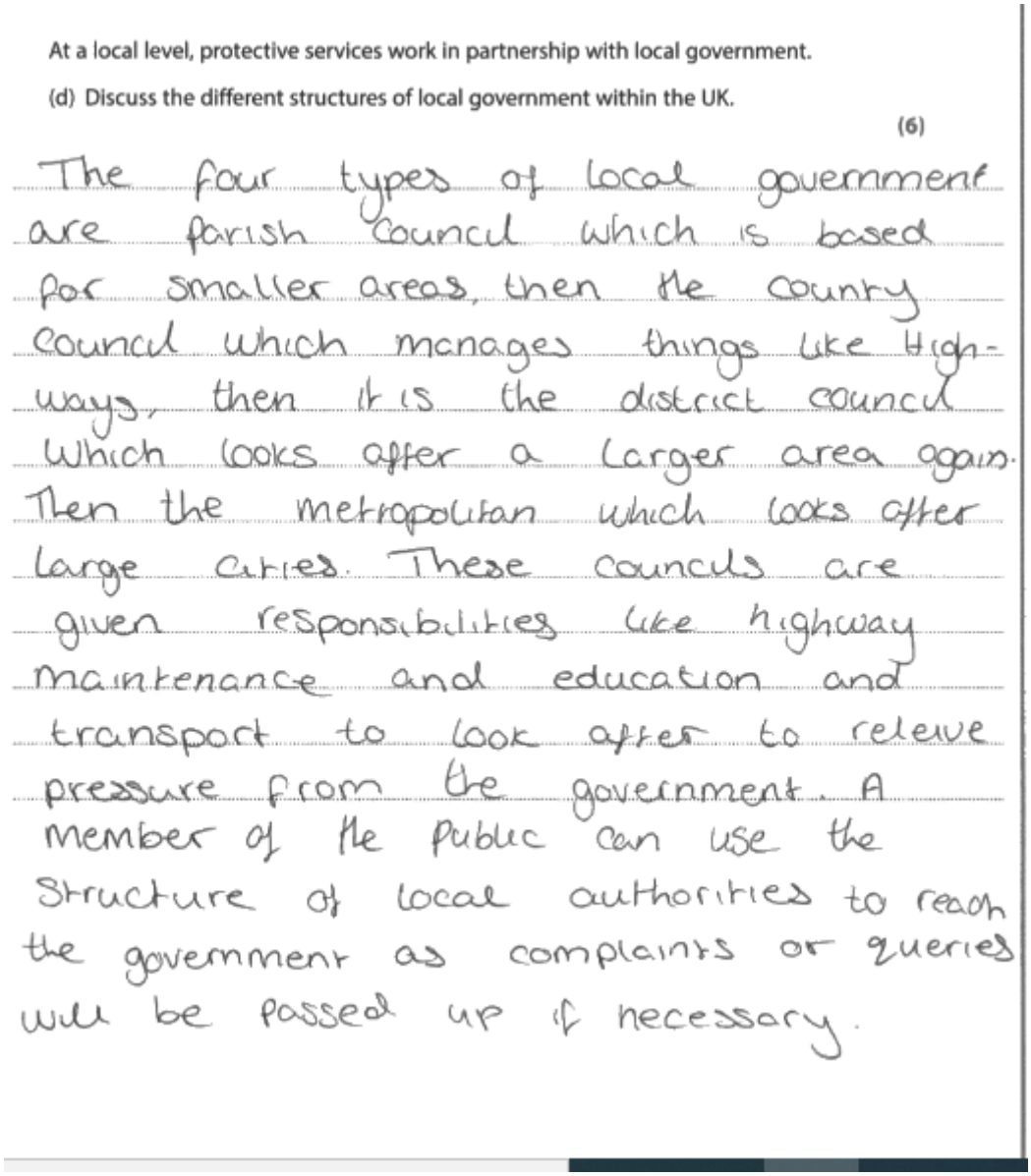
2 Judges are there to ~~to~~ build a neutral and impartial view of the law and to ensure government follow the rule of the law in every decision.

This is an example of a response that received 4 marks. This response has explained the **two** roles appropriately with relevant expansion to both points.

Question 3d

This is the first question on the paper that has marks awarded in a levels-based mark scheme. Learners were required to discuss the different structures of local government within the UK. This question was answered well by most learners, with some limited examples being given of the different structures that exist within local government. Where learners did not provide appropriate evidence, it was often that their response related to central government rather than local government. Those responses that were awarded marks in mark band three generally demonstrated accurate and detailed knowledge and understanding of the different structures, supporting their response with evidence of thorough, detailed application and links between the different levels of government.

The command verb **discuss** requires the learner to consider the different structures, as indicated in the unit specification, and how they interrelate or the extent to which they are important.



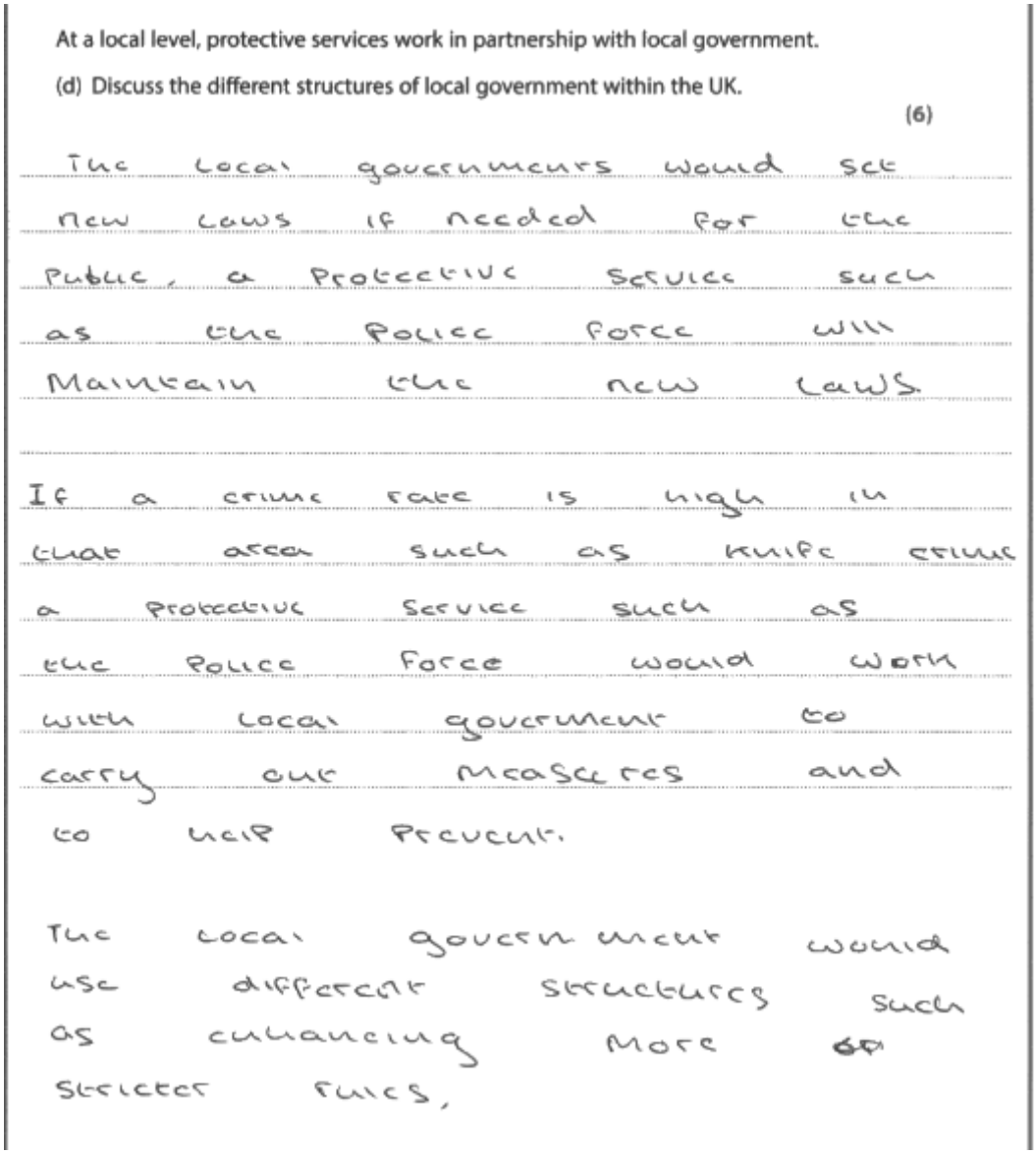
At a local level, protective services work in partnership with local government.

(d) Discuss the different structures of local government within the UK.

(6)

The four types of local government are parish council which is based for smaller areas, then the county council which manages things like High-ways, then it is the district council which looks after a larger area again. Then the metropolitan which looks after large cities. These councils are given responsibilities like highway maintenance and education and transport to look after to relieve pressure from the government. A member of the public can use the structure of local authorities to reach the government as complaints or queries will be passed up if necessary.

This is an example of a response that received 6 marks. This response was able to identify the different structures of local government and provide examples to demonstrate their knowledge.



At a local level, protective services work in partnership with local government.

(d) Discuss the different structures of local government within the UK.

(6)

The local governments would see new laws if needed for the Public, a Protective Service such as the Police Force will Maintain the new laws.

If a crime rate is high in that area such as knife crime a Protective Service such as the Police Force would work with local government to carry out measures and to help Prevent.

The local government would use different structures such as enhancing More on stricter rules,

This is an example of a response that received 0 marks. The response here explains the role of local government but does not discuss the different structures that exist.

This is an example that demonstrates the importance of centres working on examination techniques with their learners, to ensure that learners know how to interpret a question to enable them to provide an appropriate response.

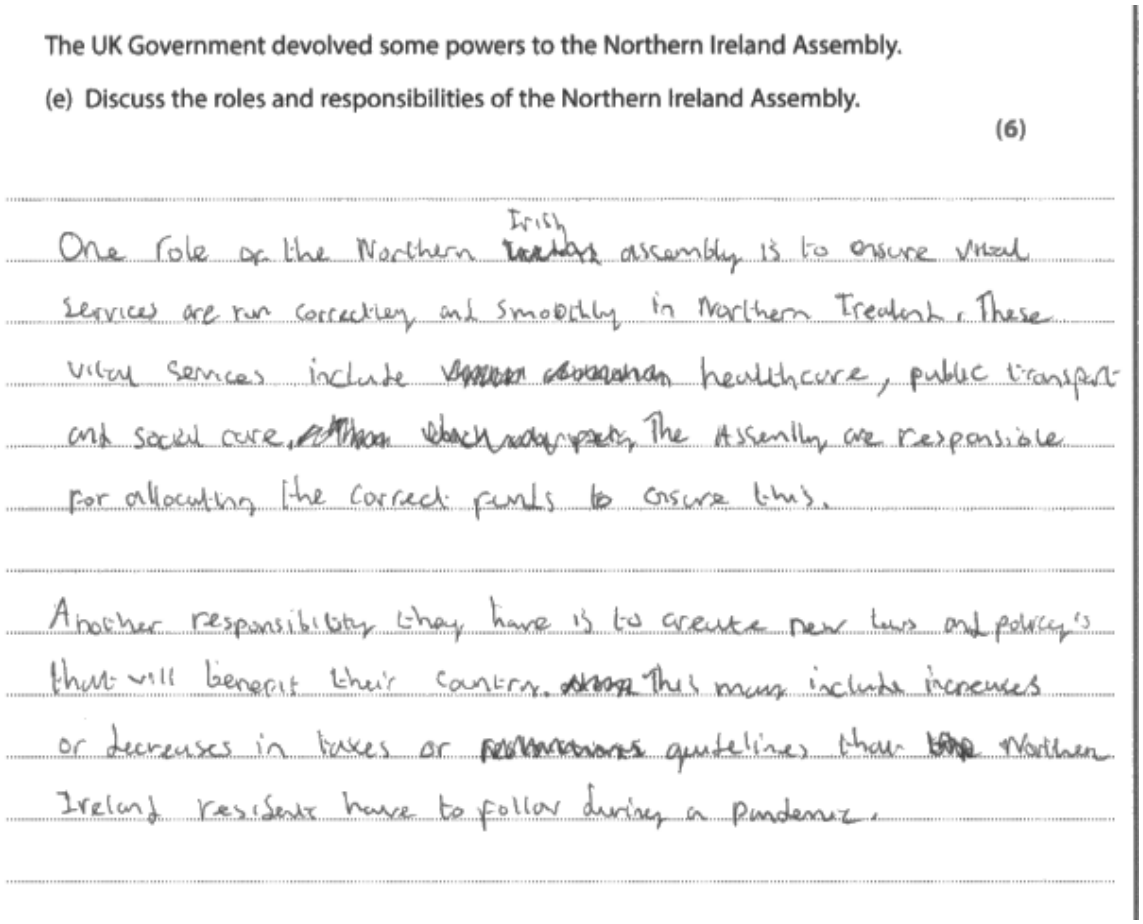
Question 3e

This question required the learner to discuss the roles and responsibilities of the Northern Ireland Assembly. Most responses were able to identify the basic roles, and the questions was answered well by most learners. Responses at the lower end of mark band one

demonstrated isolated elements of knowledge and understanding of the responsibilities of the local assembly, and there were often major gaps or omissions in their responses. In many cases the roles of developed bodies in general were discussed without specific examples from the Northern Ireland Assembly.

Responses that achieved marks in mark band three were more detailed in nature and the examples that were given to support the response demonstrated a detailed understanding of both the roles and responsibilities.

Similarly, to question 3d, the command verb was **discuss,** requiring the learner to consider the roles and responsibilities, as indicated in the unit specification, and how they interrelate or the extent to which they are important



The UK Government devolved some powers to the Northern Ireland Assembly.

(e) Discuss the roles and responsibilities of the Northern Ireland Assembly.

(6)

One role of the Northern Irish assembly is to ensure vital services are run correctly and smoothly in Northern Trealand. These vital services include healthcare, public transport and social care. The Assembly are responsible for allocating the correct funds to ensure this.

Another responsibility they have is to create new laws and policy's that will benefit their country. This may include increases or decreases in taxes or guidelines that Northern Ireland residents have to follow during a pandemic.

This is an example of a response that received 6 marks. This response has provided a well-structured discussion of the roles and responsibilities of the Northern Ireland Assembly.

The UK Government devolved some powers to the Northern Ireland Assembly.

(e) Discuss the roles and responsibilities of the Northern Ireland Assembly.

(6)

The UK devolved powers to Northern Ireland meaning they can make their own policied choices on the country.
One role the Northern ~~Ireland~~ Ireland assembly has it to set ~~laws~~ tax's across it's country. It also is responsible for set social care, education, housing and culture. This means they are responsible to make sure everyone is educated and housed.

This is an example of a response that received 1 mark. This response has identified roles of the Local Assembly, which received one mark, but has not expanded upon these to demonstrate their knowledge and understanding.

Question 4a

This is the first question in the paper that links to the resource published to support the answers for Question 4.

This question asked learners to name the government department responsible for custodial care.

(a) Identify the government department responsible for custodial care.

(1)

Ministry of Justice

This is an example of a response that received 1 mark. The response identifies the correct government department.

(a) Identify the government department responsible for custodial care.

(1)

HM prison Service

This is an example of a response that received 0 marks. The response identifies the service responsible for custodial care, not the government department.

Question 4b

This question required learners to explain **one** tax that is raised to fund protective services. The majority of learners were able to identify either income tax or council tax to achieve the first mark. Some earners expanded on this by stating how these are raised, therefore gaining the second mark.

The UK Government raises funds for protective services through taxation.

(b) Explain how **one** type of tax that funds the protective services is raised.

(2)

Counail taxed is raised by assesing the needs by audit and raised if you own or rent your own home. Then these funds are spread out to fund costs for the Pubic service.

This is an example of a response that received 2 marks. This response correctly identifies council tax as a tax that is used to fund protective services, and expands this appropriately to explain how it is raised.

The UK Government raises funds for protective services through taxation.

(b) Explain how **one** type of tax that funds the protective services is raised.

(2)

one type of tax is tickets such as parking and speeding tickets which there prices have been risen

This is an example of a response that received 0 mark. The response does not identify an appropriate tax.

Question 4c

This question required an identification, an explanation and a further expansion in order to receive all three marks. The responses needed to explain how the additional funding that was discussed in the resource may impact on prison capability.

Similarly to question 2b, as an **explain** question, learners should offer a role as well as expanding their answer. It is important that learners are taught the different level of response expected for each command verb as part of their exam preparation.

(c) Explain **two** ways the additional investment in prison funding may impact on prison service capability.

(6)

1 Prisons may be able to employ more prison officers and increase their salary which would possibly boost ~~on~~ Prison Staff morale and effectiveness.

2 Prisons will be able to become safer as a boost of funding will enable them to increase security measures and improve the conditions in which the prisoners are kept. For example they could add more buildings to educate inmates which could stop them from offending upon their release as they would be more likely to get a job.

This is an example of a response that received 6 marks. The response has identified **two** appropriate ways that the investment had an impact, and in both they move on to provide two expansions.

(c) Explain **two** ways the additional investment in prison funding may impact on prison service capability.

(6)

1 It can have a negative impact on the prison capability if everything dosn't go to plan.

2 they could slow down and become a bad prison.

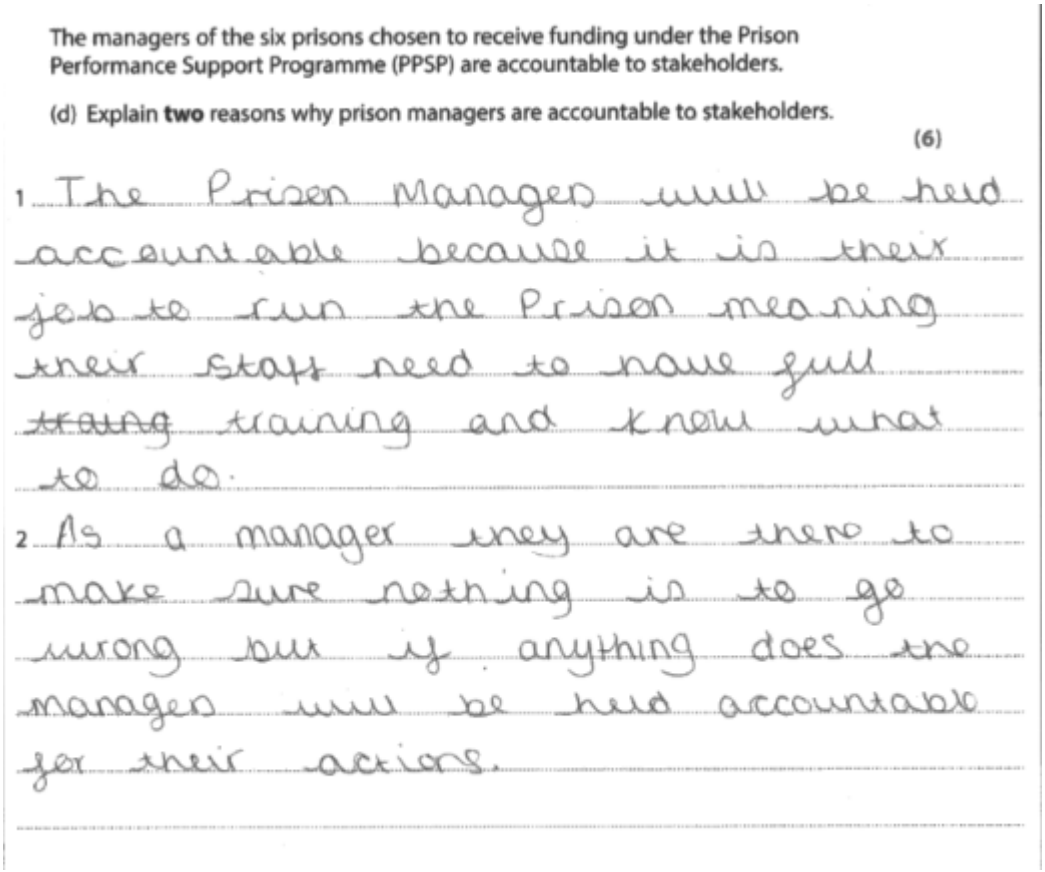
This is an example of a response that received 0 marks. The response has not identified an appropriate way that the investment

had an impact, nor have they moved on to provide relevant expansions.

Question 4d

The responses for this question required the learner to explain two reasons why prison managers are accountable to stakeholders.

Similarly, to question 4c, the question required an identification, an explanation and a further expansion in order to receive all three marks. The responses needed to explain make use of the resource provided within the question paper.



The managers of the six prisons chosen to receive funding under the Prison Performance Support Programme (PPSP) are accountable to stakeholders.

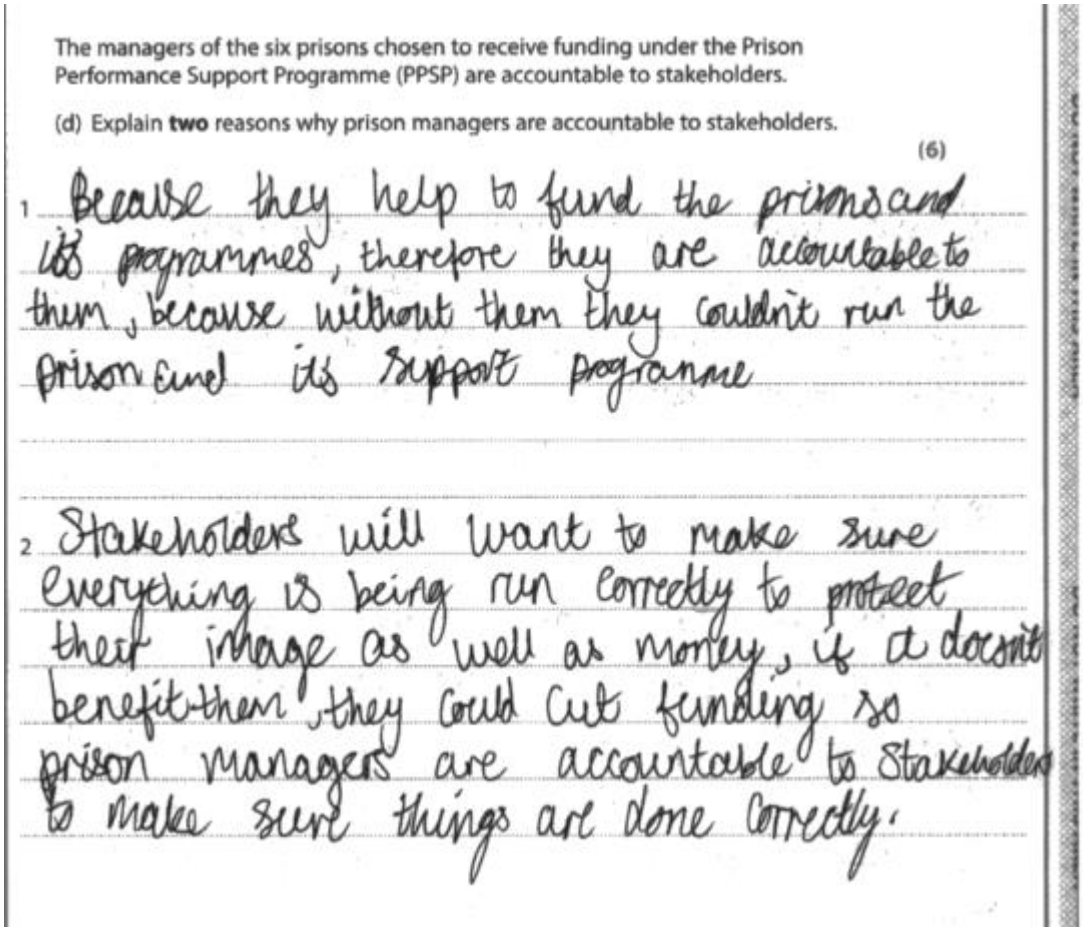
(d) Explain **two** reasons why prison managers are accountable to stakeholders.

(6)

1 The Prison Manager will be held accountable because it is their job to run the Prison meaning their staff need to have full ~~traing~~ training and know what to do.

2 As a manager they are there to make sure nothing is to go wrong but if anything does the manager will be held accountable for their actions.

This is an example of a response that received 0 marks. The learner has not provided a suitable response, that explains managing the budget, directing the use of increased funds or monitoring the quality of provision.



The managers of the six prisons chosen to receive funding under the Prison Performance Support Programme (PPSP) are accountable to stakeholders.

(d) Explain **two** reasons why prison managers are accountable to stakeholders.

(6)

1 Because they help to fund the prisons and its programmes, therefore they are accountable to them, because without them they couldn't run the prison and its support programme

2 Stakeholders will want to make sure everything is being run correctly to protect their image as well as money, if it doesn't benefit them, they could cut funding so prison managers are accountable to stakeholders to make sure things are done correctly.

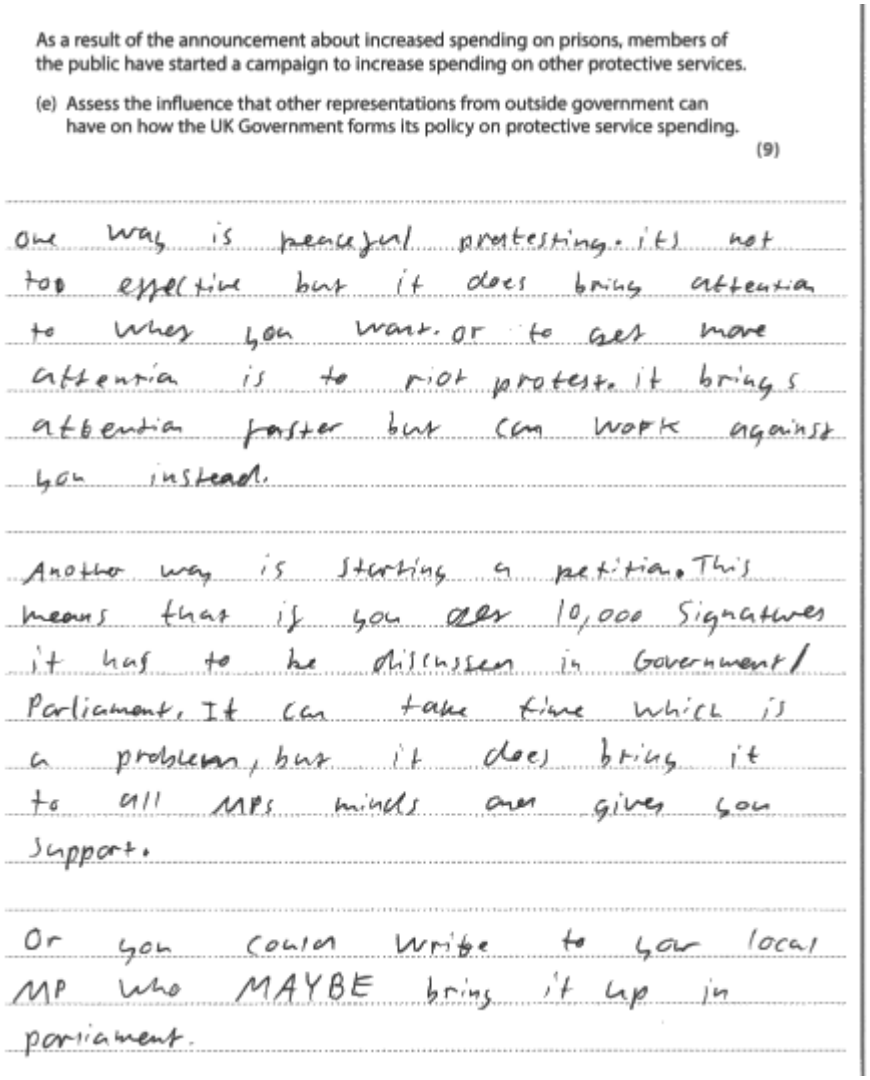
This is an example of a response that received 4 marks.
This response has identified two reasons that managers are accountable to stakeholders, and provided an exemplification for each, but has not achieved full marks due the lack of further expansion of each point.

Question 4e

This question produced some varied responses. Those who achieved the highest marks made good use of the resources and were able to discuss other representations outside of a campaign, as suggested in the unit content.

The command verb **assess** requires learners to present a careful consideration of varied factors or events that apply to a specific topic or situation, or identify those which are the most important or relevant. Learners should make a judgement on the importance of something, however a conclusion is not necessary.

Learners who did not achieve marks mainly discussed a campaign, which was indicated in the question stem, and therefore did not gain marks.



As a result of the announcement about increased spending on prisons, members of the public have started a campaign to increase spending on other protective services.

(e) Assess the influence that other representations from outside government can have on how the UK Government forms its policy on protective service spending.

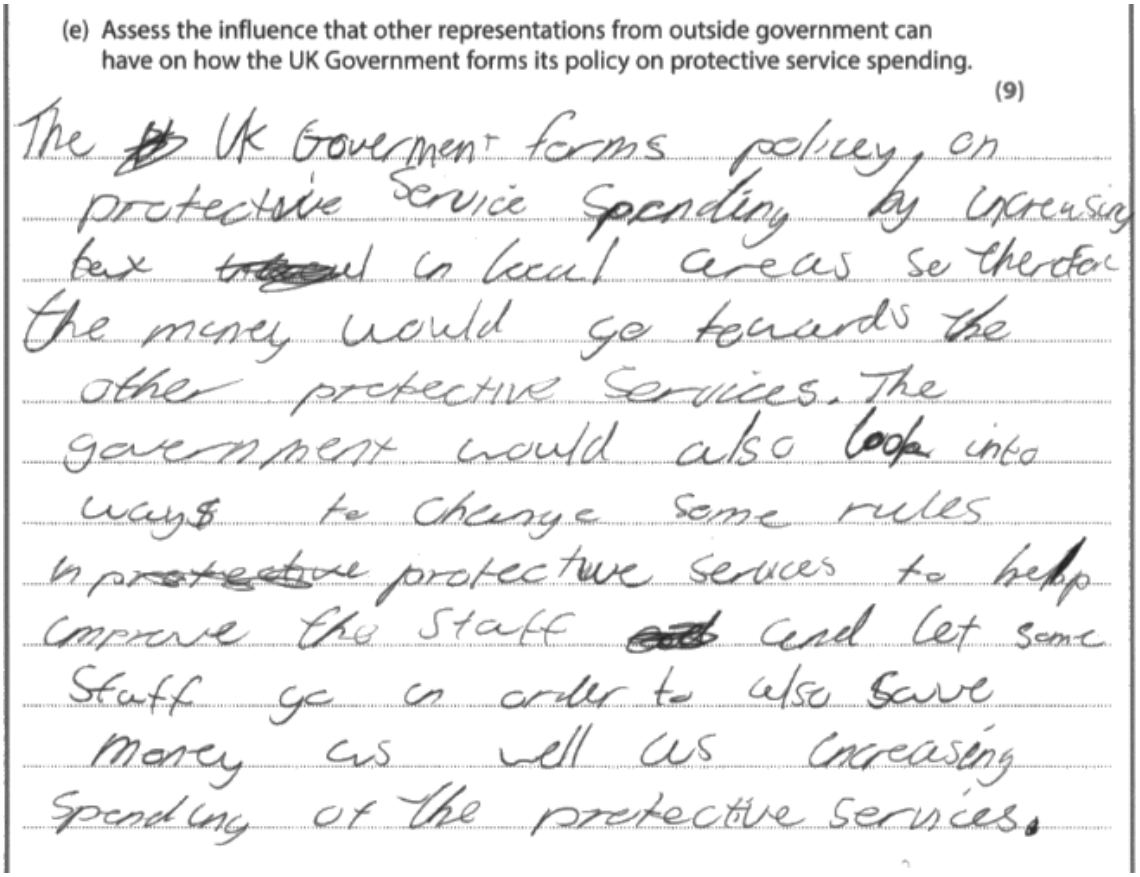
(9)

One way is peaceful protesting. it's not too effective but it does bring attention to what you want. or to get more attention is to riot protest. it brings attention faster but can work against you instead.

Another way is starting a petition. This means that if you get 10,000 signatures it has to be discussed in Government / Parliament. It can take time which is a problem, but it does bring it to all MPs minds and gives you support.

Or you could write to your local MP who MAYBE brings it up in parliament.

This is an example of a response that received 8 marks. the response provides evidence of thorough application containing clear links and interrelationships between factors.



(e) Assess the influence that other representations from outside government can have on how the UK Government forms its policy on protective service spending.

(9)

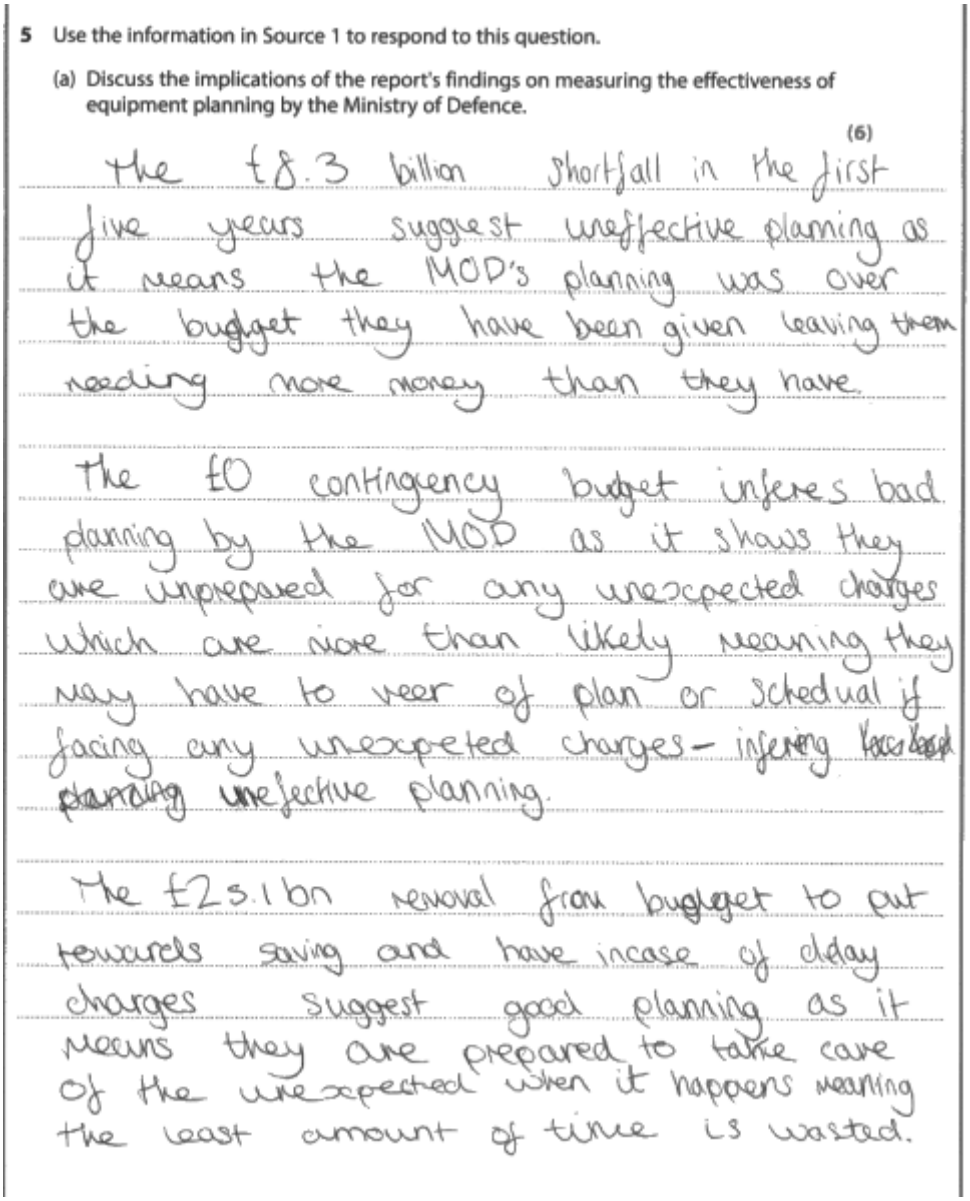
The UK Government forms policy on protective service spending by increasing tax in local areas so therefor the money would go towards the other protective services. The government would also look into ways to change some rules in protective services to help improve the staff and let some staff go in order to also save money as well as increasing spending of the protective services.

This is an example of a response that received 0 mark. The response does not refer to other representations that can be made to government, for example letters to the MP, attending MP constituency surgeries, of approaching pressure groups and charities.

Question 5a

This question required the learner to interpret data that was included as a resource before the question. It is important that centres note that the questions did not require any mathematical calculation, and there were not marks attached to this skill.

The question produced some very pleasing responses, with many learners being able to draw the key points form the data and use this in their responses. Those who achieved the highest marks made good use of the resource and were able to discuss.



5 Use the information in Source 1 to respond to this question.

(a) Discuss the implications of the report's findings on measuring the effectiveness of equipment planning by the Ministry of Defence.

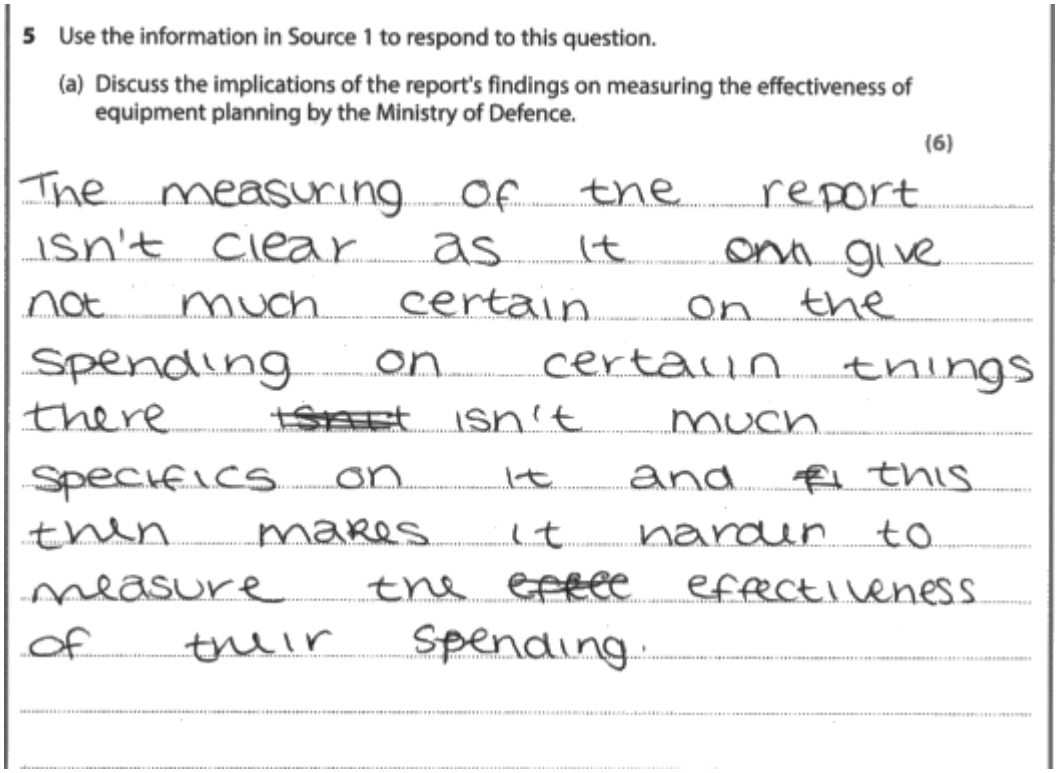
(6)

The £8.3 billion shortfall in the first five years suggest ineffective planning as it means the MOD's planning was over the budget they have been given leaving them needing more money than they have.

The £0 contingency budget infers bad planning by the MOD as it shows they are unprepared for any unexpected charges which are more than likely meaning they may have to veer of plan or schedual if facing any unexpeted charges – infering bad ~~planning~~ ineffective planning.

The £2.5.1bn removal from budget to put towards saving and have incase of oday charges suggest good planning as it means they are prepared to take care of the unexpected when it happens meaning the least amount of time is wasted.

This is an example of a response that received 8 marks. The response displays a well-developed and logical discussion that clearly considers a range of implications illustrated by the report and considers how they interrelate.



5 Use the information in Source 1 to respond to this question.

(a) Discuss the implications of the report's findings on measuring the effectiveness of equipment planning by the Ministry of Defence.

(6)

The measuring of the report isn't clear as it can give not much certain on the spending on certain things there ~~isn't~~ isn't much specifics on it and ~~it~~ this then makes it harder to measure the ~~effec~~ effectiveness of their spending.

This is an example of a response that received 0 mark. The response does not make use of the resource to identify appropriate information in relation to the effectiveness of equipment planning.

Question 5b

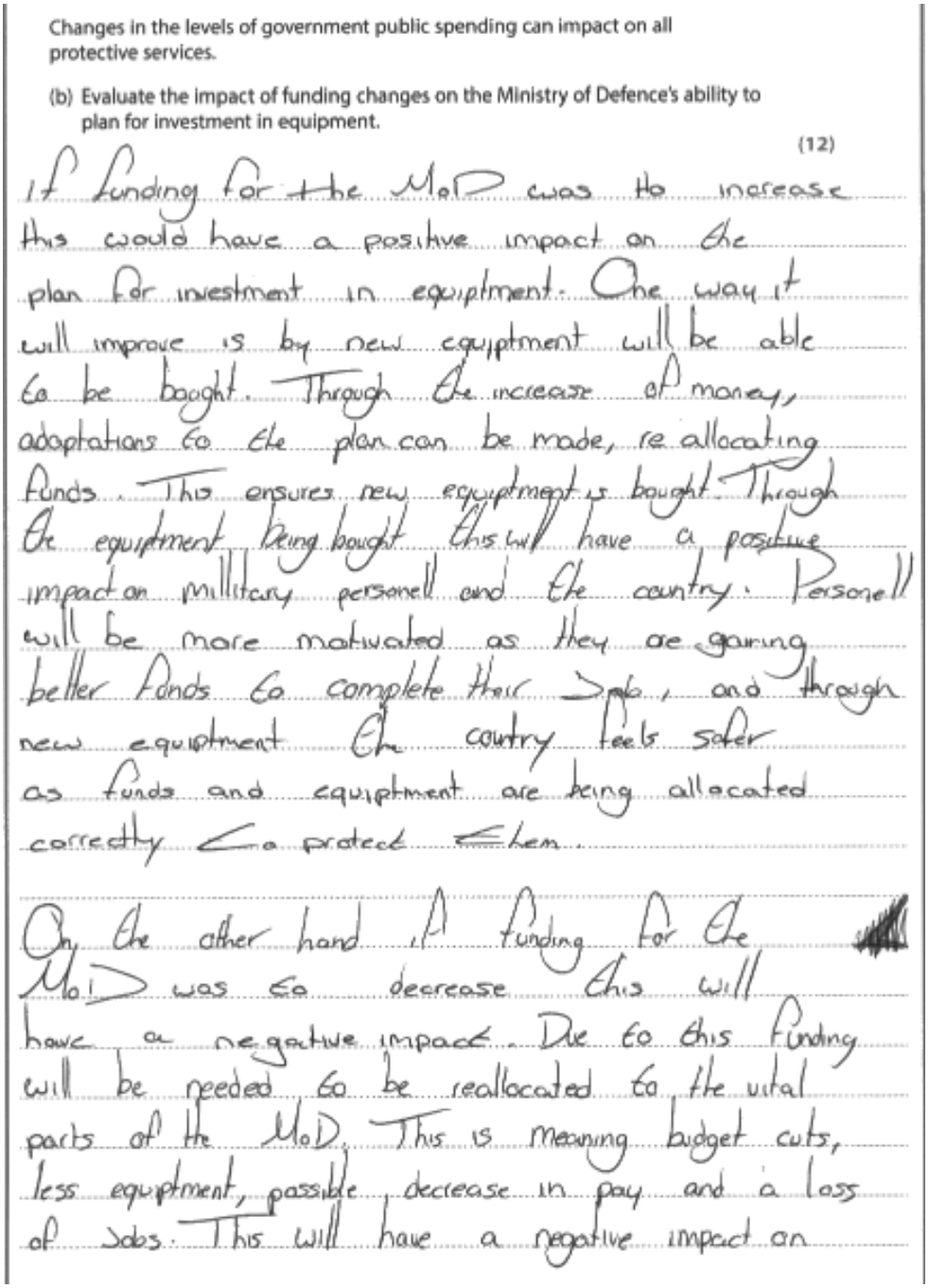
Similarly to question 5a, this question required the learner to interpret data that was included as a resource before the question. Responses to this question required evaluation of the impact of funding changes with specific reference in the ability of the department to plan for investment in equipment.

The command verb **evaluate** requires the learner to review information and consider the various aspects in relation to its context. Learners should form a conclusion or come to a supported judgement, drawing on contextual evidence from the resource, and may consider such things as strengths, weaknesses, advantages, disadvantages, alternative actions, relevant data or information

.

Those who achieved the highest grades made strong use of the resource to support their answers, drawing upon data to justify their response.

Those who did not achieve marks, or only achieved marks within mark band one did not use the resource well in this way.



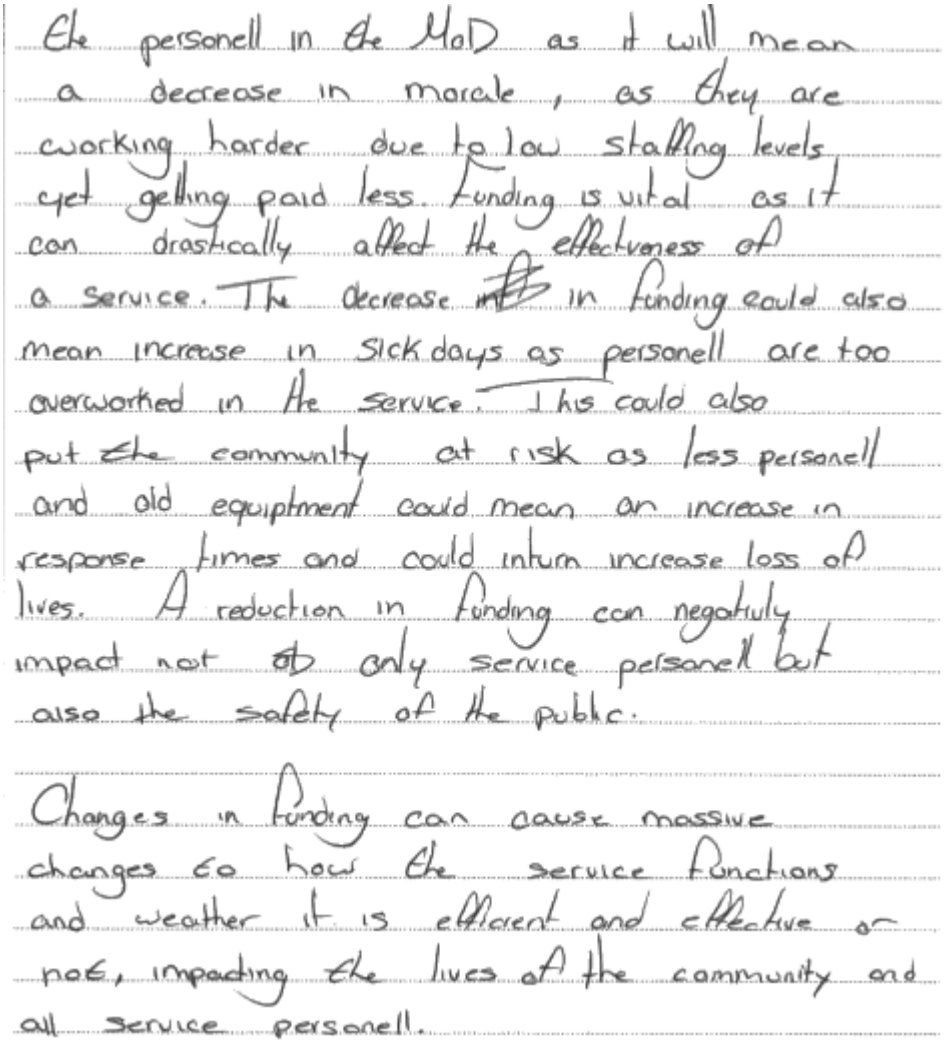
Changes in the levels of government public spending can impact on all protective services.

(b) Evaluate the impact of funding changes on the Ministry of Defence's ability to plan for investment in equipment.

(12)

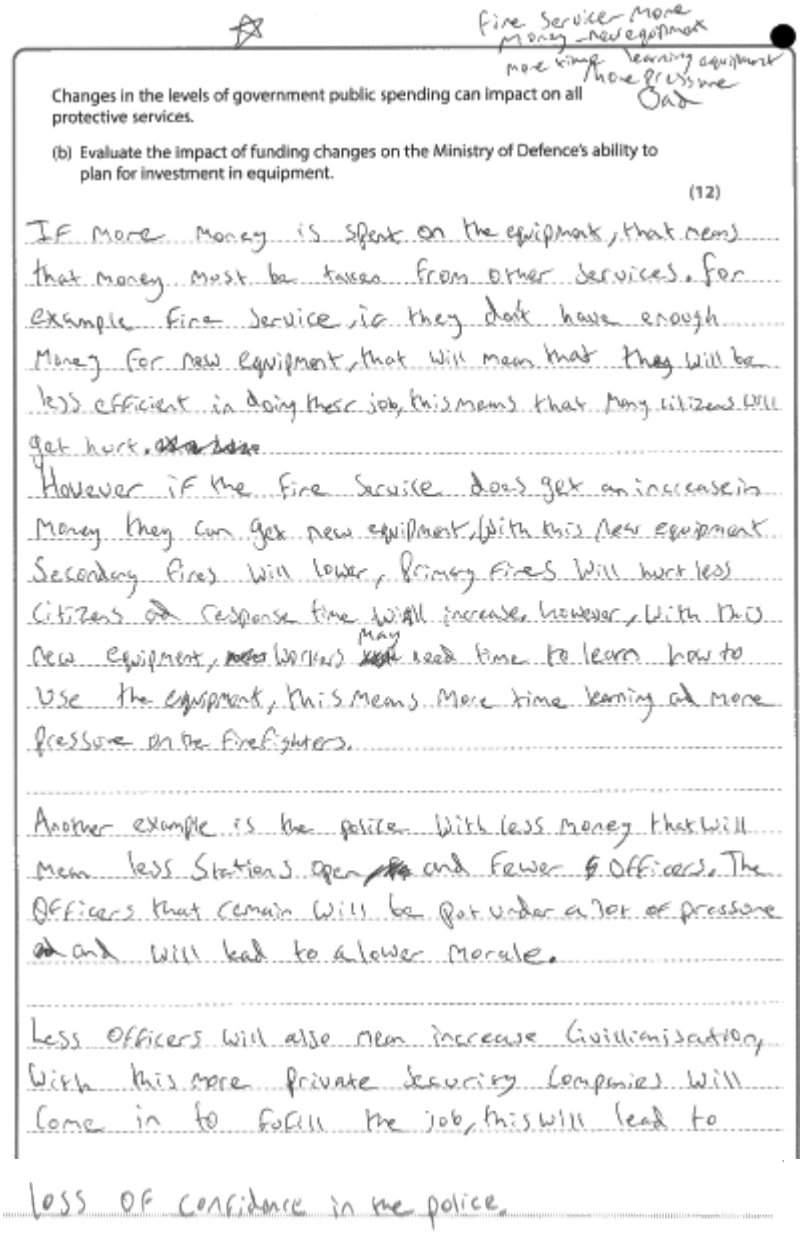
If funding for the MoD was to increase this would have a positive impact on the plan for investment in equipment. One way it will improve is by new equipment will be able to be bought. Through the increase of money, adaptations to the plan can be made, re allocating funds. This ensures new equipment is bought. Through the equipment being bought this will have a positive impact on military personell and the country. Personell will be more motivated as they are gaining better funds to complete their jobs, and through new equipment the country feels safer as funds and equipment are being allocated correctly to protect them.

On the other hand if funding for the MoD was to decrease this will have a negative impact. Due to this funding will be needed to be reallocated to the vital parts of the MoD. This is meaning budget cuts, less equipment, possible decrease in pay and a loss of jobs. This will have a negative impact on


the personell in the MoD as it will mean a decrease in morale, as they are working harder due to low staffing levels yet getting paid less. Funding is vital as it can drastically affect the effectiveness of a service. The decrease in funding could also mean increase in sick days as personell are too overworked in the service. This could also put the community at risk as less personell and old equipment could mean an increase in response times and could inturn increase loss of lives. A reduction in funding can negatively impact not only service personell but also the safety of the public.

Changes in funding can cause massive changes to how the service functions and weather it is efficient and effective or not, impacting the lives of the community and all service personell.

This is an example of a response that received 12 marks. This response made excellent use of the resource provided, and has displayed a well-developed, balanced and coherent evaluation including different aspects and competing points. There is evidence of logical reasoning which is clear and uses sector-specific language consistently.



Changes in the levels of government public spending can impact on all protective services.

(b) Evaluate the impact of funding changes on the Ministry of Defence's ability to plan for investment in equipment.

(12)

Fire Service more money - new equipment more time learning equipment more pressure Bad

IF more money is spent on the equipment, that means that money must be taken from other services. for example fire service, if they don't have enough money for new equipment, that will mean that they will be less efficient in doing their job, this means that many citizens will get hurt.

However if the fire service does get an increase in money they can get new equipment, with this new equipment Secondary fires will lower, Primary fires will hurt less citizens & response time will increase. however, with the new equipment, workers may need time to learn how to use the equipment, this means more time learning & more pressure on the firefighters.

Another example is the police. With less money that will mean less Stations open and fewer Officers. The Officers that remain will be put under a lot of pressure and will lead to a lower morale.

Less officers will also mean increase Civilianisation, With this more private security companies will come in to fulfill the job, this will lead to loss of confidence in the police.

This is an example of a response that received 0 mark. This response has not focused in on the requirements of the question, and instead makes general reference to a range of protective services.

Summary

Based on their performance on this paper, in future learners should:

Knowledge

- Ensure that they have thorough knowledge of unit content contained within the specification.
- Review the specification to ensure that all key areas have been revised.
- Be aware that all elements of the specification will be assessed during the lifetime of the qualification

Exam Technique

- Read each question thoroughly to ensure they are aware of what is being asked of them.
- Where a question asks for a specific department, be sure to include that department.
- Check the marks available for each question, ensuring that responses given are sufficiently detailed to meet the level of demand.
- Study the command words and be familiar with their expectations. For example, **describe** and **explain** command verbs require an identification plus an expansion or an example. **State** and **give** command verbs only require a one- or two-word response.
- Avoid repeating information from the question stem in their answer
- For longer answers, plan out the answer before writing it. Ensure that the answer makes use of the resources issued in the paper
- Be aware that, for 6-, 9- and 12-mark questions, answers which do not refer to the resource will be limited to mark band 1.

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom